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THE EMERGENCE AND DEVELOPMENT OF PRIMARY EDUCATION PEDAGOGY

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Abstract. The article examines in detail the emergence and development of primary education pedagogy within a historical-pedagogical context. It is noted that at the initial stage primary education pedagogy was formed within philosophical thought and was based on general ideas related to the upbringing and development of the child. From the 17th century pedagogy took shape as an independent science and primary education pedagogy began a systematic path of development as a separate scientific direction. The article explores the development of this field in stages from ancient times to the modern period. While in ancient and medieval times education mainly had a philosophical and religious character, in the Renaissance and the modern era under the influence of humanistic ideas the natural development of the child and individual characteristics came to the forefront. During the period of classical pedagogy the scientific foundations of instruction and upbringing were further strengthened. In particular the ideas of prominent educators such as John Amos Comenius, John Locke, Jean-Jacques Rousseau, Johann Heinrich Pestalozzi and Konstantin Dmitrievich Ushinsky played an important role in the formation of the theoretical and methodological foundations of primary education. In the 20th century as a result of the activities of John Dewey, Maria Montessori and other scholars student-centered developmental and practice-oriented instructional approaches became widespread. The study also broadly highlights the historical stages of development in the preparation of primary school teachers. It is shown that although in the initial periods the teaching profession did not require special preparation later with the establishment of pedagogical courses seminaries and higher educational institutions this field became professionalized. In Azerbaijan the important role of the Gori Teachers Seminary as well as short-term pedagogical courses organized during the period of the Azerbaijan Democratic Republic in the formation of teacher training is emphasized. These courses made a significant contribution to eliminating the shortage of teachers and to the development of the national education system.

In conclusion it is emphasized that primary education pedagogy has passed a long path of historical development and has transformed from philosophical ideas into an independent pedagogical field based on scientific foundations and constantly improving. In the modern period this field forms the basis of a humanistic and development-oriented education model that ensures the comprehensive development of the student.

Key words: Primary education, pedagogy, upbringing, instruction, methodology, development, history of education, student-centered approach, didactics, education system.

Introduction. Primary education pedagogy, as one of the important and fundamental branches of pedagogical science, is closely connected with the socio-cultural development of society. This field encompasses the initial stage of a child's personality formation and studies the scientific foundations of the processes of their teaching, upbringing, and development. From a historical perspective, the formation of primary education pedagogy has undergone a long path of development: at the initial stage, it existed within general philosophical and pedagogical ideas, and in subsequent periods it evolved into an independent scientific discipline.

Beginning in the 17th century, the development of pedagogy as a distinct field of science laid the foundation for the systematic study of primary education. From this period onward, issues of teaching and upbringing in accordance with the age characteristics of the child became the subject of specialized scientific research.

In the course of historical development, such classical educators as Jan Amos Comenius, John Locke, Jean-Jacques Rousseau, Johann Heinrich Pestalozzi, Anton Makarenko (Makarenko, 1988, p.320), as well as representatives of the 20th century – John Dewey and Maria Montessori (Dewey 2008, p.384, Maria Montessori, 2011, p. 7-20) – made significant contributions to the formation of the scientific-theoretical and methodological foundations of primary education pedagogy.

In Azerbaijan, the development of primary education pedagogy is also based on rich historical traditions. A special role in this process was played by the Gori Teachers' Seminary, pedagogical courses, and in later periods, the activities of higher pedagogical educational institutions, all of which contributed to the advancement of this field. In the modern period, primary education pedagogy is developing on the basis of the competency-based approach, the model of learner-centered education, and the implementation of innovative technologies, thereby acquiring a more dynamic character. In this context, the study of the historical development of primary education pedagogy is of particular importance for understanding its contemporary scientific and theoretical foundations.

Analysis of Recent Research and Publications. During the years of independence, A. Mehrabov (Mehrabov, 2007, p. 112), A. Abbasov (Abbasov, 2015, 360 p. 3), F. Rustamov (Rustamov, 2010, 462 p.), R. Huseynzade (Huseynzade, 2012, 480 p.), and others developed and published textbooks and teaching manuals on pedagogy. All these publications are rich in scientific and methodological materials that contribute to the development of primary education. In the modern period, the quality of the education system directly depends on the level of teacher training. Primary school teachers, in particular, play a key role in shaping students' initial knowledge, skills, and values (Ismailova, 2013, 164 p.). Primary education is considered one of the crucial stages in the development of society, and the professionalism of teachers working at this level directly affects the overall quality of education. In this regard, the training of primary school teachers has historically been a central focus and has gone through various stages of development. In the early stages, such training was mainly carried out within the system of secondary specialized education, while in later periods it was elevated to the level of higher education.

In recent years, a number of scientific studies have been conducted in Azerbaijan focusing on the theoretical and methodological foundations of primary education pedagogy, its development trends, and its role in the modern educational system. In particular, the research carried out at the Department of Primary Education Pedagogy of the Azerbaijan State Pedagogical University plays an important role in the development of this field. The department continues its research activities in the areas of primary education didactics, national and moral education, and the study of the history of pedagogical thought (Rustamov, 2010, 462 p.).

In the textbook "Primary Education Pedagogy" by A. Abdullayev and N. Abdinova, the stages of the formation of primary education pedagogy, the characteristics of the development of pedagogical thought, and modern teaching methods are systematically analyzed. The authors consider primary education pedagogy as an independent scientific field, defining its aims, objectives, and research methods (Abdullaev, 2016, 338 p, Abdinova, 2017, 74 p.).

In the research of N. Abdinova, priority is given to issues of optimizing instruction in primary school and the development of the student's personality. The researcher notes that the use of modern educational technologies has a positive impact on increasing students' cognitive activity (Abdinova, 2017, 74 p.).

In recent years, scientific research has also extensively addressed issues of inclusive education, pedagogical innovations, and the integration of digital technologies into primary education. Studies conducted in the field of special (correctional) pedagogy contribute to the formation of the scientific and pedagogical foundations of inclusive education (Adıgüzel, O., Tatlı Dalioğlu, S., & Ergünay, O. 2017, 85–106 p.).

Thus, contemporary research shows that primary education pedagogy is one of the important scientific fields developing both in terms of historical and pedagogical heritage and modern innovative approaches. Research in this area is of particular importance for updating the content of primary education, improving teacher training, and enhancing the effectiveness of the teaching and learning process.

The aim of the article is to investigate the stages of the emergence and development of primary education pedagogy from a historical and pedagogical perspective, as well as to systematize the main scientific ideas and pedagogical approaches that have influenced its formation. At the same time, the study also seeks to identify the directions of development of primary education pedagogy in the modern period and to analyze the scientific foundations of the transition to a learner-centered education model.

To achieve this aim, the following tasks are set:

- to investigate the historical roots of the emergence of primary education pedagogy and its initial stages of formation;
- to analyze the influence of pedagogical ideas from Antiquity, the Middle Ages, the Renaissance, and the Modern period on primary education;
- to study the stages of development of primary education pedagogy in Azerbaijan, with special attention to the role of the Gori Teachers' Seminary and pedagogical courses;
- to analyze the historical development of primary school teacher training and its impact on the education system;
- to evaluate modern innovative approaches and the competency-based learning model applied in primary education pedagogy.

Results and discussion.

The development of primary education pedagogy can be reasonably systematized into the following historical periods:

1. Ancient period (5th century BC – 5th century AD) – at this stage, ideas related to primary education were formed within philosophical thought. In Ancient Greece, issues of upbringing and education were associated with the moral and intellectual development of the individual. Thinkers such as Socrates, Plato, and Aristotle put forward important ideas about the goals of education and the formation of human personality. During this period, primary education did not exist as a separate system but was part of general philosophical views on education.

2. Medieval period (5th–15th centuries) – education was predominantly religious in nature, with schools controlled by the church and religious organizations. Teaching was mainly based on memorization and the study of religious texts. Primary education had a limited character, and individual child development was largely neglected.

3. Renaissance and Early Modern period (16th–17th centuries) – during this period, humanistic ideas became more prominent, and greater attention was paid to the natural development of the child. The scientific foundations of primary education pedagogy began to take shape. A particularly important role in this process was played by Jan Amos Comenius. His work “*Didactica Magna*” and the class-lesson system laid the scientific foundations of modern primary education. The principles of visual learning and natural conformity became the main methodological directions of this period.

4. Classical pedagogy (18th–19th centuries) At this stage, primary education acquired a more systematic scientific foundation. John Locke, Jean-Jacques Rousseau, and Johann Heinrich Pestalozzi developed ideas of the natural development of the child, learning through experience, and individual approach. During this period, primary education gradually began to take shape as an independent pedagogical system.

5. Formation of the scientific-pedagogical system (19th–20th centuries) During this period, primary education pedagogy developed as an independent scientific field. Konstantin Ushinsky laid the foundations of national pedagogy and emphasized the role of the teacher's personality. In the next stage, scholars such as John Dewey and Maria Montessori, among others, developed learner-

centered, developmental, and practice-oriented approaches in primary education (Dewey, 2008, 384 p., Makarenko, 1988, 320 p.).

6. Modern period (20th–21st centuries) In the contemporary stage, primary education pedagogy is developing on the basis of innovative technologies, the competency-based approach, and the learner-centered model of instruction. The use of information and communication technologies in the learning process, interactive methods, and the individualization of education are the main directions of modern primary education.

Primary education pedagogy has undergone a long historical path of development and has formed as an independent scientific system, evolving from philosophical ideas. This process became possible due to the synthesis of pedagogical views that emerged in different historical epochs, and in the modern period, primary education pedagogy represents a comprehensive scientific field aimed at the holistic development of the learner. The practice of upbringing has its roots in the deep layers of human civilization. Education emerged simultaneously with human society. At that time, children were raised without any pedagogical science, even without awareness of its existence. The science of education, in essence, was formed much later—after the emergence of disciplines such as philosophy, astronomy, geometry, and others.

For a long time, pedagogy existed as part of philosophy and only in the 17th century did it emerge as an independent scientific field. However, modern pedagogy is still closely connected with philosophy, as it studies issues related to human development and upbringing. A significant role in the establishment of pedagogy as an independent science was played by the Czech educator Jan Amos Comenius. The principles he introduced—visual learning and natural conformity—as well as the class-lesson system, form the fundamental foundations of modern pedagogical theory and primary education.

The English philosopher and educator John Locke paid special attention to the theory of education and, in his work *“Some Thoughts Concerning Education”*, put forward important ideas regarding the formation of human personality (Aşıkcan, M., & Saban, A. 2020, p. 19–47).

The French Enlightenment thinkers Denis Diderot and Jean-Jacques Rousseau believed that in the learning process priority should be given not to words, but to practical experience and “things.”

A particularly important place in the development of primary education pedagogy belongs to the Swiss educator Johann Heinrich Pestalozzi. He recommended that teachers use progressive teaching methods ensuring the comprehensive development of children and also pay special attention to moral education (Adıgüzel, O., Tatlı Dalioglu, S., & Ergünay, O. 2017, 106 p.).

At the end of the 19th and the beginning of the 20th century, pedagogical research in the United States became particularly intensive. One of the most prominent representatives of this period was John Dewey (Dewey, 2008, 384 p.), whose ideas had a significant impact on the development of Western pedagogy. At the same time, Benjamin Spock’s approaches to child upbringing occupied an important place in the formation of humanistic pedagogy. From the beginning of the 20th century, ideas of the child’s personality development and self-development came to the forefront of global pedagogy. A particularly important role in this direction was played by the Italian educator Maria Montessori. The methods she developed are based on the principles of the child’s free activity, self-learning, and self-education. According to Montessori’s approach, a child, under proper pedagogical guidance, is capable of independently identifying and correcting their mistakes (Trabalzini, 2011, p. 7–20).

From a historical perspective, the initial stage of primary school teacher training dates back to the 19th century. During this period, due to the growing demand for teaching staff, specialized pedagogical educational institutions began to be established. Among such institutions, the Gori Teachers’ Seminary held particular significance.

The seminary played an important role in training teachers for primary education in the region and laid the foundation for the development of the future system of pedagogical education. During that

period, teacher training was mainly based on practical knowledge and was carried out in the form of short-term instruction.

The teaching profession and its historical development encompass several stages.

- *Early periods (up to the 17th–18th centuries inclusive)* During this period, the teaching profession functioned without an official education system and without structured training programs. Teachers were mainly represented by the following groups:

- *Local religious figures (clergy, priests, or mullahs)* – especially in Europe and the Islamic world (including Azerbaijan), they were the main bearers of education.

- *Community-approved individuals* – people considered literate and morally reliable.

- *Individuals with basic reading, writing, and arithmetic skills* (sometimes farmers, former soldiers, or seasonal workers).

Special pedagogical training or a teacher's certificate was not required during this period. The main selection criteria included:

- basic literacy;

- moral qualities (religiosity, exemplary behavior, and trust from the community);

- in some cases, confirmation from the local clergy or community council.

During this period in Europe (especially in colonial America), teachers were often poorly paid, worked seasonally, and did not view teaching as a permanent career. In many cases, young men used teaching as a temporary stage before moving on to professions such as law or the clergy.

In 1685 in France, Jean-Baptiste de La Salle (1651–1719) founded the first systematic teacher training school (a normal school) in the city of Reims. This is considered one of the earliest serious attempts to organize the training of secular teachers and to open free schools for children from poor families.

Jean-Baptiste de La Salle:

- organized the co-residence and training of teachers;

- trained them in pedagogical methods, the principle of simultaneous (simultaneous-class) instruction, and teaching in the vernacular (French);

- founded the religious teaching congregation of the “Christian Brothers” (Christian Brothers).

This initiative did not become widely widespread; however, it later influenced the development of the system of “normal schools” in Europe (especially in Germany) in the 19th century. Some sources note the existence of earlier seminaries in Germany (Halle, 1706), but the activity of de La Salle is regarded as the first practical model of training secular teachers.

- *Germany:* At the beginning of the 18th century, in some states (including Prussia), teacher preparation began to develop both before entering the profession (pre-service) and during professional practice (in-service). In 1706, a seminary was opened in the city of Halle.

- *Islamic world and Azerbaijan:* In the 17th–18th centuries, schools (madrasahs and makhtabs) were mainly under the control of religious figures. Secular or professional teacher training did not exist; instruction was carried out by literate mullahs or individuals selected from the local population.

- *General characteristic of the period:* the teaching profession was perceived more as a duty or a form of charitable activity rather than a professional career. In the 19th century, especially due to reformers such as Horace Mann, the system of “normal schools” became widely disseminated.

- *Early 19th century – initial stage:* the Industrial Revolution and the expansion of mass primary education (common schools) created a shortage of teachers, making the need for systematic teacher training particularly urgent. Normal schools became the main symbol of this stage. Their aim was short-term preparation of teachers for primary classes (usually within 1–2 years).

- *Early examples:* in 1823, a private school was established in the United States by Samuel Hall; in 1839, the first state-funded normal school was opened in Lexington, Massachusetts, under the leadership of Cyrus Peirce. These initiatives were further expanded thanks to the efforts of reformers such as Horace Mann.

Similar processes were also observed in Europe: in the United Kingdom, normal colleges were established in the 1840s with state support, while in Germany and Switzerland the development of the system was influenced by the ideas of educators such as Johann Heinrich Pestalozzi.

At this stage, teacher training programs included elementary subjects (reading, writing, and mathematics), basics of pedagogy, and practical experience through laboratory schools. The majority of teachers were women, as this profession was one of the few available career options for them during that period.

In Azerbaijan (19th – early 20th century), the training of primary school teachers was closely connected with the educational policy of the Russian Empire:

- In the second half of the 19th century, secular primary schools (district schools) began to be opened. Teachers were mainly trained in Russian educational institutions or through short-term courses.

- At the beginning of the 20th century, pedagogical courses and seminaries were established in Baku and other cities. In the 1930s, special training programs for primary school teachers were developed.

In Azerbaijan, at the initial stage, teacher training was mainly carried out in the form of short-term courses and seminaries, and later it was raised to the level of secondary and higher pedagogical education through pedagogical colleges and institutes (including the predecessors of the Azerbaijan State Pedagogical University).

Main features of the initial stage:

- Short-term and practice-oriented training (1–3 years).
- Primary focus on basic subjects and simple pedagogical methods.
- Certification was carried out under state or public supervision.
- Prior to this period, no special education was required to work as a teacher—basic literacy and community approval were sufficient.

Short-term pedagogical courses were the most practical and efficient form of primary school teacher training in the history of Azerbaijan. They were especially widely organized during the period of the Azerbaijan Democratic Republic (1918–1920) in order to address the acute shortage of teaching staff.

Courses of 1918:

- **Locations:** Ganja, Sheki (Nukha), and Zagatala.
- **Number of participants:** 150 trainees were involved.
- **Purpose:** rapid training of primary school teachers and ensuring the nationalization of education (instruction in the native language).
- These courses became one of the first initiatives of the government and were conducted in parallel with the decision to relocate the Gori Teachers' Seminary to Azerbaijan.

In the summer of 1919, the Ministry of Public Education organized more systematic short-term pedagogical courses. These courses trained teachers for primary and lower grades of secondary schools. In 1919, the opening of one-year pedagogical courses was also envisaged, as it was noted that short-term courses were sometimes insufficient. In addition, evening Azerbaijani language courses operated in Baku, Ganja, Shusha, Nukha, Zagatala, and Kazakh.

These courses were highly important during the period of the Azerbaijan Democratic Republic (ADR) in terms of the accelerated nationalization of education and ensuring staffing for primary schools. Alongside the traditions of the Gori Teachers' Seminary, short-term courses became the most efficient means of mass teacher training. The courses were open to both men and women, which contributed to an increase in the number of female teachers.

The Gori Teachers' Seminary was opened in 1876 in the city of Gori (Georgia) with the aim of training teachers for primary schools of the peoples of the South Caucasus (Georgians, Armenians, Azerbaijanis, and others). In 1879, an Azerbaijani (Tatar/Muslim) department was established at the

seminary. The official opening of this department was approved on May 13, 1880. Its purpose was to prepare teachers capable of educating Muslim (Azerbaijani) children in their native language.

The seminary provided a 4-year secondary specialized pedagogical education. Instruction was conducted in Russian; however, native languages and Sharia (religious) subjects were taught separately for each nationality. The Azerbaijani department operated until 1918 (for about 40 years) and during this period trained more than 250 Azerbaijani teachers.

At the end of the 19th – beginning of the 20th century, the Gori Seminary was the main source of local teaching staff for primary schools in Azerbaijan. At that time, there were no higher pedagogical educational institutions in Azerbaijan, so this seminary played the role of the most important center for teacher training.

Graduates of the seminary worked in Russian-Tatar (Azerbaijani) schools in various regions of Azerbaijan (Baku, Ganja, Kazakh, Erivan, etc.), making a significant contribution to the spread of education in the native language. Pedagogical seminaries and pedagogical courses were among the main forms of training teaching staff for primary and secondary schools in the history of Azerbaijani education. Since the second half of the 19th century, these institutions have played an important role in the development of public education, the elimination of illiteracy, and the preparation of national pedagogical personnel.

Conclusions. In conclusion, it should be noted that primary education pedagogy has developed in parallel with the socio-cultural development of human society and has undergone a long and complex evolutionary path. At its initial stage, it existed as part of philosophical and religious ideas; however, over time it transformed into an independent scientific field and, especially since the 17th century, acquired a systematic character.

Pedagogical ideas proposed in different historical periods—humanism, natural conformity, visual learning, individual approach, and learner-centeredness—have significantly influenced the formation of the scientific and theoretical foundations of primary education pedagogy. At the same time, the development of teacher training has played a decisive role in the progress of this field.

The emergence of seminaries, pedagogical courses, and higher education institutions created conditions for the preparation of professional staff for primary education. In Azerbaijan, a particularly important stage was the functioning of the Gori Teachers' Seminary and the pedagogical courses organized during the period of the Azerbaijan Democratic Republic, which played a significant role in shaping the national education system.

In the modern period, primary education pedagogy is developing on the basis of innovative technologies, the competency-based approach, and learner-centered principles, becoming more flexible and effective. This field is no longer limited to the transfer of knowledge; rather, it represents a comprehensive pedagogical system that ensures the holistic development of the student's personality and the formation of creative and critical thinking.

Thus, primary education pedagogy, synthesizing the pedagogical heritage of the past with modern approaches, maintains its significance as a dynamically developing scientific field that forms the basis of the future educational model.

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